

Keeping Students on Track

Course Checklists

Students have a checklist for 'How to Succeed' in each of our courses. These demonstrate our expectations of work, attitude and effort. When a student does not meet these expectations they endanger their results so we try to intervene early to help them get back on track.

Our Expectations in brief (see How to Succeed checklists for more details)

1. Put the hours in
2. Apply the feedback
3. Keep going

Process

Stage 1

Student does not meet an expectation eg homework deadline / lack of independent study

Class Teacher will speak to student to resolve the issue.

Students who reach stage 1 can expect no more than a 2 for their attitude to learning for that tracking period.

Stage 2

Student continues to not meet expectations.

Class Teacher will issue a detention and the course leader will speak to the student.

Students who reach stage 2 can expect no more than a 3 for their attitude to learning for that tracking period.

Stage 3

Student continues to not meet expectations.

Class Teacher will contact home and refer student to English Progress Team.

Student may be expected to attend extra lessons or show evidence of independent study.

Students who reach stage 3 can expect no more than a 4 for their attitude to learning for that tracking period.

Stage 4

Student continues to not meet expectations.

English Progress Team will refer to Post 16 team.

Parents may be asked to come into school to discuss the issue.

Attitude to Learning

We use the following to work out Attitude to Learning Score:

Student Behaviour	Consistency	Points
Students engage in lessons by asking and answering questions and taking useful notes	Always	2
	Mostly	1
	Sometimes / never	0
Students complete homework to TG standard at least	Always	2
	Mostly	1
	Sometimes / never	0
Students complete effective independent study	Always	2
	Mostly	1
	Sometimes / never	0
Students demonstrate resilience by applying feedback consciously to new work	Always	2
	Mostly	1
	Sometimes / never	0

Points to AtL converter:

7-8: AtL = 1

5-6: AtL = 2

3-4: AtL = 3

0-2: AtL = 4

Getting a 3 or 4 for Attitude to Learning in any tracking period will result in a 2 week subject report.

To pass the subject report students will have to achieve a 1 or 2 in every lesson AND have their independent work signed off each week by the class teacher. Parents will be expected to sign the completed report at the end of each week. We will complete this report before the subsequent Parents' Evening to give parents a chance to discuss progress made.

Should students not pass the subject report they will move to stage 4.

Attainment

If a student is meeting our expectations but not making expected progress in their attainment we will meet with the student to identify any issues and work with students (and parents) to resolve the student's concerns. These cases necessarily require an individual approach.

Our courses are difficult and often students do not achieve the high grades they enjoyed at GCSE straight away. This can be a worry for students and parents but does not mean the student is 'failing'. In class we explain that each unit requires discrete knowledge which takes time to build up. As long as students do progressively better through the unit and are meeting our expectations in terms of attitude, they are on track. We track progress along a 'flight path' to visually demonstrate this progress - students will have this in their folder after the first half-term.

Behaviour

Usually post 16 students behave well in lessons but we occasionally see low level disruptive behaviour which can impact on that student's learning as well as whole class progress. Students will be at stage 1 of the process above if they engage in the following disruptive behaviours during lessons:

- Chatting (however loudly)
- Using their phone (unless permission is granted for a specific task)
- Excessive trips to go to the bathroom
- Wearing headphones / listening to music
- Not listening to teachers or other students
- Having personal sites open/active on PCs during lesson tasks
- Not actively helping with group or pair tasks
- Being late to lessons

Continued disruption will result in the student following the process above as necessary.

Concerns

If we have concerns about your child's progress, attitude or behaviour we will contact you to discuss this. If you have concerns please contact the relevant class teacher in the first instance either by phoning the English office on: 01455 822 841 ext 311 or via email:

Sally Green: sallys11@bosworthacademy.org.uk

(13 Lit, 13 Lang; Lit course leader; Lang course leader, Post 16 progress leader)

Samina O'Malley: somalley@bosworthacademy.org.uk (12 and 13 Lang;)

Abi Masih: abbiem25@bosworthacademy.org.uk (12 and 13 LangLit; LangLit course leader)

Kat Toon: ktoon1@bosworthacademy.org.uk (13 Lit, 13 LangLit)

Carly Wilson: cwilson1@bosworthacademy.org.uk (12 Lit)

Stacey Blewitt: sblewitt@bosworthacademy.org.uk (12 LangLit)

Nicola Robinson: nrobinson@bosworthacademy.org.uk (12 Lang)

Sam Moore: samm7@bosworthacademy.org.uk (13 Lit)

Margaret Starr: mstarr@bosworthacademy.org.uk (13 Lit)

Course leaders can be also be contacted with concerns about the course content or structure.

Serious issues in English can be directly referred to Sally Green in charge of Post 16 Progress in English: sallys11@bosworthacademy.org.uk or with the relevant Year Heads.

Information correct as of August 2016. Update due August 2017.